

ST MICHAEL'S CATHOLIC PRIMARY ACADEMY
AND NURSERY

Safeguarding Policy

Designated Child Protection Lead : Mrs Williams
Deputy CP Lead: : Mrs McHale

Policy accepted by Academy
Committee:

Signed _____
Chair of Academy Committee

Signed _____
Principal.

Review: September 2015

Introduction

St Michael's Catholic Primary Academy recognises its legal duty under s175 Education Act 2002, Children Act 1989, the statutory guidance Keeping children safe in education 2014 and Working Together to Safeguard Children 2013 and takes seriously its responsibilities to protect and safeguard the interests of all children equally. The Academy recognises that effective Child Protection work starts with safer recruitment and requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to Child Protection situations. This document provides the basis for good practice within the Academy for Child Protection work. It should be read in conjunction with Wolverhampton Safeguarding Children Board (WSCB), Multi-Agency Child protection Policies and Procedures. These are in keeping with relevant national procedures and reflect what the Directorate considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under sec 27, Children Act 2004. Within the context of Every Child Matters, this takes account of the need for children "being healthy and staying safe", under the United Nations Convention on the Rights of the child (UNCRC) 1989 it takes into account a child's right to be protected under Article 19.

These procedures aim to provide a framework which ensures that all practices in the area of child protection are consistent with stated values and procedures that underpin all work with children and young people.

This document also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met in accordance with WSCB requirements and procedures.

Our staff are expected at all times to:

- **safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teachers Standards 2012)**
- **provide a safe environment in which children can learn**
- **identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed**
- **recognise that in addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.**
- **maintain an attitude of 'it could happen here' where safeguarding is concerned.**
- **When concerned about the welfare of a child, staff members should always act in the interests of the child.**
- **recognise children going missing from an education setting is a potential indicator of abuse or neglect. School and college staff members should follow their procedures for dealing with children who**

go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation

- **to teach children about safeguarding through teaching and learning and every day opportunities as they arise**

Underpinning values

Where there is a safeguarding issue, St Michael's Catholic Primary Academy will work in accordance with the principles outlined in WSCB Multi-Agency Child Protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique; action taken by child welfare organisations should be child-centred taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free, unavoidable technical and professional terminology should be explained in simple terms
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services under Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

Guidance on 'Is a Child Protection Matter?'

If staff have a significant concern about any child they should make them known to the schools Designated or Deputy Designated Child Protection Leads. These concerns may include:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical Abuse:

a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

Emotional Abuse:

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect:

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of child's health or development? Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision, including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional need.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Other specific Safeguarding issues that staff need to be aware when considering if a child may need help are:

- child sexual exploitation (CSE) – see below
- bullying including cyberbullying (see anti bullying policy and e-safety policy)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation(CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and

groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place¹, or may have already taken place², can be found on pages 11-12 of the Multi-Agency Practice Guidelines Female Genital Mutilation. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Points to consider when making a referral:

Is this a child with unmet needs where health, development or achievement may be affected? Wolverhampton Supporting Children' Model says practitioners should complete a Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs discuss the child and parents. You will need to obtain parental consent for a EHA to be completed.

Is this child in need? S17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development
- their health or development is likely to be impaired, or further impaired without the provision of such services.

¹ NSPCC A girl who is at imminent risk of being subjected to FGM may be taken back to her family's country of origin at the beginning of the long summer holiday. This allows time for her to heal from the procedure before returning to the UK. Teachers should be alert to a girl talking about a planned visit to her family's country of origin, especially if she mentions a special occasion when she will 'become a woman'. She may be heard talking about FGM to other children, or she may ask a teacher or other adult for help if she suspects she is at immediate risk. Another warning sign could be the arrival in the UK of an older female relative visiting from the country of origin who may perform FGM on children in the family (HM Government, 2011). Children in this situation may also run away from home or truant (Khalifa, 2013). Teachers should also be aware of girls who ask to be excused from PE or swimming classes and who spend long periods of time in the bathroom (Khalifa, 2013).

² NSPCC The immediate effects of FGM include: severe pain, shock, bleeding, infections including tetanus, HIV and hepatitis B and C, inability to urinate, damage to nearby organs including the bowel, and even death. (NHS Choices, 2013).

- they are disabled.

Is this a Child Protection matter? S47 of the Children Act 1989 says:

- Children at risk or who are suffering significant harm.
- Children suffering the effects of significant harm
- Serious health problems.

All concerns, child with unmet needs, Child in Need and Child Protection matters, should be discussed with the designated teacher and will need to be assessed and referred using the correct channels by the school as soon as possible.

Where a case reaches the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which impair the child's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Making Referrals

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. Although Where a child is registered at school, consultation should take place with the school's DCPL or Deputy, who will often be the most appropriate person to initiate any referral. A written record of the concerns should be made using the schools internal recording form. This should be used to aid in the decision making process if a referral is needed to the Central Referral Hub.

For referral to the Central Referral Hub, phone 01902 558404 and speak to a Social Worker. Any action will need to be followed up with a written confirmation on the SC1 (Multi-agency form).

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kind of information may need to be shared to others. A suggestion of words that may help when talking to children is as follows:

“I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety, places you at risk of harm, or that is illegal, but I will tell you if I am going to pass information on and who to”.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children’s social care, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children under section 47 of the Children Act 1989, statutory agencies have a duty to co-operate. Therefore, if the Police or Children’s Social Care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the Legal Services Department.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive
- listen carefully and uncritically at the child’s pace
- take what is said seriously
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

You should NEVER:

- take photographs or examine an injury
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping ‘secrets’
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person(adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Record should;

- state who was present, time, date and place
- use the child’s words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder (using the Academy Concerns Log).

Attendance at Child Protection Conferences

The Designated Child Protection Lead or deputy will be expected to attend the initial Child Protection Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher to attend the subsequent core group meetings.

Protecting yourself against allegations of abuse.

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally
- avoid working in isolation with children unless thought has been given to safeguards.
- must not give out personal mobile phone numbers or private e-mail addresses
- must not give pupils lifts home in your car
- must not arrange to meet them outside of school hours
- must not chat to pupils on the social websites

Under the Sexual offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.

Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

Allegations of abuse against a professional

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously. If an allegation is received by the Headteacher or Chair of Governors the following should be considered has the member of staff

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Principal not the designated child protection teacher (if the allegation is against the Principal then it should be dealt with by the Chair of the Academy committee). The Principal/chair should contact the Local Authority Designated Officer (LADO) to discuss the allegation.

This initial conversation will establish the validity of any allegation and if referral is needed to Children Social Care. If this is the case a strategy meeting will be called that the head/Chair should attend. The decision of the strategy meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve the a representative from HR.

If a member of staff offers to resign as a result of an allegation being made, this should not prevent the allegation procedure reaching a conclusion. Academy Committee Representatives will follow procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. As this is a legal duty and failure to refer when the criteria are met is a criminal offence.

Allegations against other children should also be taken seriously and support must be given to all concerned whilst referrals procedures are followed. Consideration should be that children who abuse other children are often themselves victims, and therefore need to be treated with respect and unbiased.

E-Safety (see E-Safety policy)

Our E-Safety lead is Mrs Walters .

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, mobile phones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view of grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it is already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults or other children for circulation (happy slapping).

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and SRE.

Protection is Prevention

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (if this results in child protection concerns the schools DCPL should be informed immediately)
- Pupils should not give out personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Recruitment, supervision and training for staff

In order to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. We have adopted the following practice as stated in the Keeping children safe in Education Guidance 2014

- verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role (sec 60 Equality Act 2010)
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate (see relevant sections below); and verify professional qualifications, as appropriate

We recognise that it is an offence to allow an individual to carry out any form of regulated activity where we know or have reason to believe that an individual is barred.

Our Central record will reflect that we have

- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

Staff Induction and Training

We will insure that all newly appointed staff will

- Be given a copy of our safeguarding policy
- Be given a copy of the Safeguarding children in Education Induction pack
- Be given a copy of our Staff Conduct Handbook
- Attend single agency training 'Keeping children Safe in Education', and then have update training at least every three years, and this will be recorded as part of their ongoing CPD

Multi agency courses are also available which address other aspects pertinent to the role and responsibilities in recognising other associated factors which increases children's vulnerability to risk, to better keep children and young people safe.

As are courses that are specifically for the Designated and Deputy Designated Child Protection Leads and also within a multi-agency forum through the Wolverhampton Safeguarding Children Board Training Programme. Our DCPL will attend refresher courses as a minimum every two years.

Links with other policies

This procedures document should also be considered with the context of other policies and documents relating to our work with children and young people. These might include, for example, documents concerning drug and alcohol abuse, domestic violence, neglect and families where there are mental health concerns.

Resources

Safeguarding is important to all members of staff.

The Academy Committee have to ensure that sufficient resources are made available to enable the necessary tasks to be carried out in compliance with WSCB Procedures, this includes; attending meetings, collating and writing assessment reports, and staff training. The Academy Committee will also ensure that all Academy committee members have an understanding of safeguarding issues and that policies and procedures are in place in the Academy to safeguard and promote the welfare of all pupils. Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

The Designated Child Protection Lead in this Academy is Principal Mrs Catherine Williams

The Deputy designated Child protection Lead in this school is Mrs S McHale

The nominated Academy committee member for Safeguarding is

Mrs R Watkins

The Safeguarding Service is based at:

Priory Green Building
Whitburn Close
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Tel: 01902 550477

Fax: 01902 553048

Email: wscb@wolverhampton.gov.uk

The Head of Service(Safeguarding Children and Young People) is **Dawn Williams.**

The Local Authority Designated Officer(**LADO**) is **Jayne James.**

ADOPTED BY ACADEMY COMMITTEE –

Any of these people can be contacted if you have a safeguarding concern at St Michael's Catholic Primary Academy.